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ABSTRACT

This study was designed to determine the effects of teacher transfer for the purpose of achieving faculty racial balance on alienation and self-ideal discrepancy. Surveys were made of senior high school teachers from all senior high schools (grades 10-12) of Dade County, Miami, Florida, in February and June of 1970, involving 1,123 and 1,190 teachers, respectively. Rotter's Internal Versus External Control of Reinforcements scale and the Semantic Differential were used. The posttest only control group model was utilized to analyze data collected immediately after transfer and also four months after transfer. The nonequivalent control group model was used to analyze difference scores of a matched group of teachers involved in both surveys. It was found that immediately after transfer, reassigned teachers were significantly more alienated than nonreassigned teachers. Alienation scores for teachers who were reassigned were not significantly different from those of nonreassigned teachers. Immediately after transfer, the self-ideal discrepancy scores for reassigned teachers did not differ significantly from those of nonreassigned teachers. Self-ideal discrepancy gain scores for reassigned teachers were significantly greater than those of nonreassigned teachers. (Author/JM)

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ALIENATION AND SELF IDEAL DISCREPANCY: DESEGREGATION EFFECTS ON HIGH SCHOOL TEACHERS

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The Problem

The major question of this study was: What are the effects of teacher transfer for the purpose of achieving faculty racial balance on alienation and self-ideal discrepancy of senior high school teachers?

Procedures

The study involved two surveys of senior high school teachers from all senior high schools (grades 10 through 12) of Dade County, Miami, Florida. The two surveys took place in February and June of 1970. The first and second surveys involved 1,123 and 1,190 teachers, respectively. The two instruments utilized were: Rotter's (1966) Internal Versus External Control of Reinforcements (I-E) scale, and the Semantic Differential (developed by Osgood, et al, 1957).

Design and Data Analysis

The main independent variable was transfer. Other independent control variables were race, sex, marital status, education, and years of teaching experience. The dependent variables were: alienation as measured by Rotter's I-E scale and self-ideal discrepancy as measured by the Semantic Differential.

Two research designs were utilized:

1. The posttest only control group model was utilized to analyze data collected immediately after transfer and also four months after transfer. These two sets of data were analyzed separately and independently.

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2. The nonequivalent control group model was utilized to analyze difference scores of a matched group of teachers involved in both surveys. Both designs were suggested by Campbell and Stanley (1963).

The statistical method employed was a two-factor analysis of variance. Alpha was set at a level of .05 for rejection of the null hypotheses. Analysis of variance was computed by Manova: Multivariate Analysis of Variance on Large Computers (Clyde, 1969) and were carried out on the IBM 360/40 installation at the University of Miami.

Findings

Alienation Findings

1. Immediately after transfer, reassigned teachers were significantly more alienated than nonreassigned teachers.
2. Alienation scores for teachers who were reassigned involuntarily were not significantly different from those of reassigned teachers.
3. The alienation gain scores for reassigned teachers did not differ significantly from those of nonreassigned teachers.

Self-Ideal Discrepancy Findings

1. Immediately after transfer, the self-ideal discrepancy scores for reassigned teachers did not differ significantly from those of nonreassigned teachers.
2. Self-ideal discrepancy scores for involuntarily reassigned teachers were not significantly different from those of nonreassigned teachers.
3. Self-ideal discrepancy gain scores for reassigned teachers were significantly greater than those of nonreassigned teachers.

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Conclusions

On the basis of the findings the following conclusions were made:

1. Transfer of teachers for the purpose of achieving faculty racial balance is likely to increase alienation for a short period of time but the effects are not long lasting.
2. The increase in alienation among transferred teachers in a large school system can be due to organizational conditions and logistical shortcomings as much as to desegregation factors.
3. Self-ideal discrepancy is not affected during the early stages of transfer, but over a period of time it is likely to increase. The need to adjust to the environmental conditions of the assigned school presumably contribute to the increase as much as teachers' reactions to desegregation.

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NATURE OF PROBLEM

Attempts at racial desegregation of public schools have been a significant part of the total effort of society to break caste barriers and achieve equal status for nonwhite United States citizens. Since the 1954 Supreme Court decision which ruled against the legality of racially separate education, school systems have moved with varying degrees to integrate the schools.

The Supreme Court ruled in 1965 that delay was no longer an acceptable alternative to solving the desegregation problem. It reversed a decision of lower courts which permitted delay in faculty desegregation until student desegregation has been accomplished (Bradley v. School Board of Richmond, Virginia [382 U.S. 103], 1965). The trial court ruled that faculty desegregation might have possible detrimental effects "upon the efficiency of school staff and that the integration of teachers might not be required to protect the constitutional rights of pupils" (Bradley v. School Board of City of Richmond, Virginia [4th Circuit Court], 1965).

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Other decisions that spelled out more clearly the 1965 Supreme Court's mandate were the United States v. Montgomery County Board of Education [395 U.S. 225], 1969; Alexander v. Holmes County Board of Education [396 U.S. 19], 1969; and Singleton v. Jackson Municipal Separate School District [419 F. 2d 1211, 5th Cir] 1970) cases. In December, 1969, the U.S. Fifth District Court ordered the Dade County School Board to file a final faculty desegregation plan by January 13, 1970, and implement it by February 1, 1970 (Ralston and Lewis, 1971).

Background of the Study

This study took place in Dade County, Florida. It was based on the transfer of Dade County Public School senior high school teachers to achieve racial balance. The process of racially balancing public school faculties was initiated in July, 1969, by the Office of Civil Rights of the Department of Health, Education, and Welfare (HEW).

HEW sent a letter and a summary report to the uperintendent of Dade County, Florida, which indicated that the school system was not in full compliance with Title IV of the Civil Rights Act of 1965 and requested a plan for complete elimination of the dual school system by February 1, 1970 (Department of Administrative Research, 1970). The HEW request was followed by the U.S. District Court order in December, 1969. According to the court, Dade County was to file a final faculty desegregation plan by January 13, 1970. The plan was to assign teachers to schools to work directly with children

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assigned so that the ratio of black-to-white teachers reflected the ratio in the entire school system. The deadline for reassignment of teachers was set by the court for February 1, 1970 (Ralston and Lewis, 1971). This task of transferring teachers for the purpose of racially balancing school faculties can be accompanied by other problems especially when there are limiting factors involved. For example, in the case of Dade County, time was a problem; less than one month was given in which to accomplish the task of achieving faculty racial balance. In addition, the education of children had to be interrupted, for this was done during the month of February (Ralston and Lewis, 1971).

The assumption of this present study was that transferred teachers would increase in feelings of alienation, as well as in discrepancy between self-perceptions and perceptions of the ideal-self as a result of the transfer. These two factors were selected because they were assumed to be of importance in the performance of teachers and indirectly in the over-all educational process.

Problem

The desegregation of Dade County public senior high school teachers provided the basis for the study. The major question was: What are the effects of teacher transfer for the purpose of achieving faculty racial balance on alienation and self-ideal discrepancy of senior high school teachers?

Theoretical Bases

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The theoretical framework for this study was based on propositions derived from alienation theories and self-related theories.

Alienation: Seeman (1959) identified five different meanings of the concept of alienation and attempted to place them within the context of the accepted theories of behavior. The five basic meanings were: powerlessness, meaninglessness, normalessness, isolation, and self-estrangement. He also attempted to demonstrate that predictions about various types of alienation can be developed and tested. The theory of mass society offers a framework that would enable the study of causes of alienation and the different types of behavior that alienation generates (Seeman, 1971).

The theory of mass society assumes that the industrial community or the disappearance of the pre-industrial community had powerfully negative effects on the individual as well as the social order. In addition, the breakdown of the family unit, the rise of bureaucracy, automation, big business organizations, and the increased social scale have all contributed to alienation of the individual. It is this feeling of alienation that results in the behavior of political apathy, intergroup prejudice, civil riot, and drug addiction (Seeman, 1971).

Seeman's proposition has been tested in a number of bureaucratic organizations, but there is no evidence that it has been tested with teachers in school organizations. In this study, the transfer of teachers to achieve racial balance is viewed as an act which will yield feelings of alienation among teachers.

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Self-Ideal Discrepancy: This concept was examined from the views of phenomenological theorists such as Rogers, Lecky, Snygg and Combs as well as the existential psychological views which were considered relevant to this study. According to Rogers (1951) when the individual's self-concept is incongruent with reality, the degree to which he is able to perceive the discrepancies and incongruences is a measure of his internal tension and determines the extent of defensive behavior. Snygg's and Combs's (1949) definition of the self-concept included those parts of the phenomenal field which the individual has differentiated as definite and fairly stable. Lecky (1945) held that preserving one's perceptions of one's self intact is the prime motive in all behavior. Some existentialists have criticized the methods of modern behavioral science. They take the position that modern science is concerned with methods of isolating factors and observing them from a "detached" point of view. The existentialists believe that it is possible and necessary for the observer to become directly aware of the conscious view of the subject (May, 1958).

The belief has been expressed that individuals with large discrepancy between the self and ideal self are less satisfied with themselves, less accepting of themselves than individuals with a small discrepancy (Combs, 1965; McCandless, 1961; and Jervis, 1959).

Hypotheses

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Six hypotheses were tested which were:

1. When effects of race, sex, marital status, education, and years of teaching experience are controlled, alienation mean scores for teachers who changed schools will significantly exceed those of teachers who did not change schools as a result of teacher desegregation
   a. immediately after change of schools,
   b. four months after change of schools.

2. When effects of race, sex, marital status, education, and years of teaching experience are controlled, alienation mean scores for teachers who involuntarily changed schools will significantly exceed those of teachers who did not change schools as a result of teacher desegregation
   a. immediately after change of schools,
   b. four months after change of schools.

3. When effects of sex, marital status, education, and years of teaching experience are controlled, alienation mean difference scores for teachers who changed schools will significantly exceed those of teachers who did not change schools.

4. When effects of race, sex, education, marital status, and years of teaching experience are controlled, self-ideal discrepancy mean scores for teachers who changed schools will significantly exceed those of teachers who did not change schools as a result of teacher desegregation.

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a. immediately after change of schools,

b. four months after change of schools.

5. When effects of race, sex, education, marital status, and years of teaching experience are considered, self-ideal discrepancy mean scores for teachers who changed schools involuntarily will significantly exceed those of teachers who did not change schools as a result of teacher desegregation

   a. immediately after change of schools,

   b. four months after change of schools.

6. When effects of sex, marital status, education, and years of teaching experience are controlled, self-ideal discrepancy mean difference scores for teachers who changed schools will significantly exceed those of teachers who did not change schools as a result of teacher desegregation.

Procedures

Written permission was obtained from Dade County Public School officials. Next, permission was obtained, by telephone, from each of the 19 senior high school principals. Principals, in turn, informed their teachers about the proposed study.

The two instruments were self-administered. The first administration took place in February, 1970, during the transitional period, while students were at home. The second administration took place in June, 1970, after school was closed for students and while teachers remained to complete paper work.

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The instruments and envelopes were placed in each teacher's mailbox along with instructions for taking the tests. Teachers were further instructed to complete the tests, enclose them in envelopes, place the sealed envelopes in the drop box in the main office of the school. In the first survey, 1,123 of a possible 2,516 senior high school teachers responded. The second survey included teachers who participated in the first survey as well as teachers who were not included in the first survey.

The Instruments

The instruments employed in this study were the Internal Versus External Control of Reinforcements (I-E) scale and the semantic differential. The I-E scale measured alienation. A short version of the test was utilized. The semantic differential measured the meaning of two concepts relevant to this study --"myself as a teacher," and "ideal high school teacher."

Internal Versus External Control of Reinforcements. This instrument is based on the work of Julian Rotter (1966). The items of the I-E scale are phrased as forced choice alternatives.

Rotter (1966) was basically concerned with the effects of perceived internal versus external control of reinforcement. He believed that individuals differ in generalized expectancies for internal versus external control of reinforcement. The I-E scale was designed to measure these generalized expectancies. There were several revisions of the I-E scale based on item analyses, social desirability controls, and studies of discriminant validity after which the final form resulted which consists of 29 items. Six of the 29 items are fillers; the other 23 are statements of internal and external beliefs. Internal

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consistency analysis (Kuder-Richardson) yielded an r = .70 for males and females of the sample utilized. A test-retest reliability coefficient for a group of 60 males and females provided an r = .72 with an interval of one month between the two administrations. With an interval of two months r = .55 for 117 males and females. The validity was established by correlating the I-E scale with Marlowe-Crowne Social Desirability scale. Correlations ranged from -.07 to -.35. Rotter assumed unidimensionality of the I-E scale. This assumption was supported by several factor analyses.

Semantic Differential. The semantic differential measured the meanings of two concepts relevant to the study. The two concepts were "myself as a teacher," and "ideal high school teacher." A discrepancy index between "myself as a teacher," and "ideal high school teacher" was obtained by using the following method: teachers rated the two concepts on a 7-point rating scale. The discrepancy measure is provided by the absolute sum of the difference between the ratings of the two concepts (Bills, et al., 1951).

Three factors have been found repeatedly in using the semantic differential technique: evaluation, potency, and activity (Osgood, 1957). It was found that attitudes reveal the heaviest loadings on the evaluative factor with minimum loadings on the activity and potency factors. This study utilized scales with high loadings on the evaluative factor across the general concept and minimum loadings on the other two factors. The direction of attitudes is indicated by the selection of the polar terms by the subject and intensity is indexed by how far along from the dimension of origin the selection lies.

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The semantic differential technique has been shown to be reliable for many research purposes (Shaw and Wright, 1967; Osgood, 1957; Warr and Knapper, 1968). Osgood (1957, p. 192) reported reliabilities on attitude scales ranging from .87 to .93 with a mean of .91. Stability coefficients up to .77 based on a four week test-retest interval have been reported (Divesta and Dick, 1966).

The validity of the semantic differential technique has been shown by correlations with other scales (Osgood, 1957; Warr and Knapper, 1966). The semantic differential showed a correlation with the Thurstone scale of .81 with the concept "The Negro" (Osgood, 1957, p. 194) and Guttman scale scores of .78 with scores obtained from a three item semantic differential (Osgood, 1957, p. 194) origin the selection lies.

Reliabilities on attitude scales ranging from .87 to .93 with a mean of .91 have been reported (Osgood, 1957).

RESULTS

A 2x2 factorial analysis of variance was utilized to test six hypotheses with significance set at .05 level. Data for analysis consisted of the alienation and the self-ideal discrepancy measures. The first three hypotheses were formulated on the basis of the I-E scale and the remaining three dealt with self-ideal discrepancy measures.

Two of the six hypotheses were supported by the data. Only tables which display data for these two hypotheses are included because of space limitation.

Hypothesis Number 1. When effects of race, sex, marital status, education, and years of teaching experience are controlled, alienation mean scores for teachers who changed schools will significantly exceed

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those of teachers who did not change schools as a result of teacher desegregation

a. Immediately after change of schools

Table 5 presents the factor and interaction mean scores of teachers who were transferred immediately after change and four months after change. It is indicated that teachers who changed schools made significantly higher alienation mean scores than teachers who did not when sex, marital status, education, and years of teaching experience were considered. The data in Table 6 reveal that change by sex was significant ($P < .02$), change by marital status was significant ($P < .03$), change by education was significant ($P < .03$), and change of experience was significant ($P < .02$).

There was a significant interaction between change and education which is indicated by data in Table 6 ($P < .001$). Figure 1 illustrates the significant interaction of change and education. The figure suggests that teachers with master's degrees who changed schools expressed a greater degree of alienation than teachers with master's degrees who did not change.

As hypothesized, change did affect teachers alienation scores immediately after transfer

b. Four months after change of school

After four months, teachers who changed schools did not differ significantly from teachers who did not change.

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TABLE 5

FACTOR AND INTERACTION I-E MEAN SCORES FOR CHANGE (RACE, SEX, MARITAL STATUS, EDUCATION AND YEARS OF TEACHING EXPERIENCE) IMMEDIATELY AFTER AND FOUR MONTHS AFTER CHANGE

Level of	Immediately after change		Four Months after change	
	Change	No Change	Change	No Change
Race				
Black	15.930	15.290	16.256	16.980
White	15.949	15.623	16.447	16.004
Sex				
Male	16.003	15.426	16.311	16.208
Female	16.003	15.603	16.317	15.931
Marital Status				
Single	15.982	15.156	16.290	16.317
Married	15.974	15.693	16.313	15.950
Education				
Bachelor's degree	15.935	15.918	16.416	16.165
Master's degree	16.082	14.525	16.084	15.960
Experience				
0-4 years	16.209	15.642	16.692	16.043
5 years and above	15.942	15.264	16.158	16.092

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TABLE 6
(Beginning)

TWO WAY ANALYSIS OF VARIANCE BY CHANGE (RACE, SEX, MARITAL STATUS, EDUCATION, AND YEARS OF TEACHING EXPERIENCE) OF I-E SCORES IMMEDIATELY AFTER CHANGE

Source	df	MS	F	Prob. <
Change x Race				
Within cells	1049	10.936		
Change	1	29.259	2.676	0.102
Race	1	1.235	0.113	0.737
Change x Race	1	1.930	0.176	0.675
Change x Sex				
Within cells	1093	11.038		
Change	1	58.100	5.264	0.022*
Sex	1	0.962	0.087	0.768
Change x Sex	1	1.914	0.173	0.677
Change x Marital Status				
Within cells	1092	11.093		
Change	1	54.136	4.880	0.027*
Marital Status	1	7.949	0.717	0.397
Change x Marital Status	1	16.064	1.448	0.227

* Significant at .05 level.

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TABLE 6
(End)

TWO WAY ANALYSIS OF VARIANCE BY CHANGE
(RACE, SEX, MARITAL STATUS, EDUCATION,
AND YEARS OF TEACHING EXPERIENCE)
OF I-E SCORES IMMEDIATELY
AFTER CHANGE

Source	df	MS	F	Prob. <
Change x Education				
Within cells	1087	10.648		
Change	1	52.170	4.900	0.027*
Education	1	21.637	2.032	0.154
Change x Education	1	122.285	11.485	0.001**
Change x Experience				
Within cells	1087	11.156		
Change	1	62.606	5.612	0.018*
Experience	1	19.921	1.786	0.181
Change x Experience	1	0.570	0.051	0.821

* Significant at .05 level.
** Significant at .001 level.

TEACHERS' SCORES ON THE I-E SCALE

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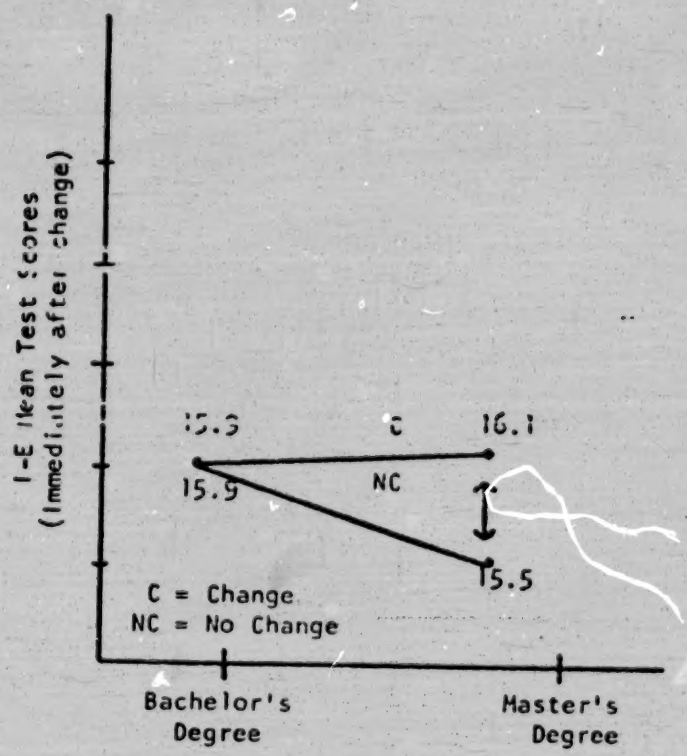

Fig. 1--Diagram of significant interaction of teachers' scores on the I-E scale, classified according to transfer and education.

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Hypothesis Number 2. When effects of race, sex, marital status, education, and years of teaching experience are controlled, alienation mean scores for teachers who involuntarily changed schools will significantly exceed those of teachers who did not change schools as a result of teacher desegregation

a. Immediately after involuntary change

Involuntary change by each of the five control variables, race, sex, marital status, education and years of teaching experience was not significant.

b. Four months after involuntary change

Involuntary change did not influence alienation four months after transfer.

Hypothesis Number 3. When effects of sex, marital status, education, and years of teaching experience are controlled, alienation mean difference scores for teachers who changed schools will significantly exceed those of teachers who did not change schools.

Change of school did not influence teachers alienation difference scores significantly.

Hypothesis Number 4. When effects of race, sex, education, marital status, and years of teaching experience are controlled, self-ideal discrepancy mean scores for teachers who changed schools will significantly exceed those of teachers who did not change schools as a result of teacher desegregation

a. Immediately after change of schools

Change was not significant when it was examined with race, sex, marital status, education and years of teaching experience.

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b. Four months after change of schools

Change four months after did not influence significantly teachers self-ideal discrepancy scores.

Hypothesis Number 5. When effects of race, sex, education, marital status, and years of teaching experience are considered, self-ideal discrepancy mean scores for teachers who changed schools involuntarily will significantly exceed those of teachers who did not change schools as a result of teacher desegregation

a. Immediately after involuntary change

The data did not support the hypothesis that involuntary change can influence teachers self-ideal discrepancy scores.

b. Four months after involuntary change

This hypothesis was rejected. Involuntary change was not influenced significantly four months later.

Hypothesis Number 6. When effects of sex, marital status, education, and years of teaching experience are controlled, teachers who changed schools will not differ significantly in self-ideal discrepancy mean difference scores from teachers who did not change schools as a result of teacher desegregation.

Change did significantly influence teachers self-ideal discrepancy gain scores after a period of four months. The analysis of variance data in Table 20 reveals that change by marital status was significant ($P < .001$), change by marital status was significant ($P < .001$), change by education was significant ($P < .001$), and change by years of teaching experience was significant ($P < .001$).

There was a significant interaction effect between change and marital status ($P < .04$) as indicated in Table 20. Figure 2 illustrates this interactio

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TABLE 19

FACTOR AND INTERACTION SELF-IDEAL DISCREPANCY MEAN DIFFERENCE SCORES FOR CHANGE (SEX, MARITAL STATUS, EDUCATION, AND YEARS OF TEACHING EXPERIENCE)

Level of	S-1 Discrepancy Difference Scores	
	Change	No Change
Sex		
Black	-0.746	1.250
White	-1.739	0.739
Marital Status		
Single	-2.607	1.818
Married	-0.662	0.750
Education		
Bachelor's degree	1.737	0.944
Master's degree	0.866	1.182
Experience		
0-4 years	-2.600	1.552
5 years and above	-1.032	0.111

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TABLE 20
(Beginning)

TWO WAY ANALYSIS OF VARIANCE BY CHANGE (SEX, MARITAL STATUS, EDUCATION, AND YEARS OF TEACHING EXPERIENCE) OF SELF-IDEAL DISCREPANCY DIFFERENCE SCORES

Source	df	MS	F	Prob. <
Change x Sex				
Within cells	148	13.520		
Change	1	154.432	11.422	0.001**
Sex	1	26.691	1.974	0.162
Change x Sex	1	1.880	0.139	0.710
Change x Marital Status				
Within cells	148	13.586		
Change	1	154.432	11.768	0.001**
Marital Status	1	33.042	2.518	0.115
Change x Marital Status	1	54.234	4.135	0.044*
Change x Education				
Within cells	148	13.586		
Change	1	154.432	11.367	0.001**
Education	1	16.365	1.205	0.274
Change x Education	1	2.512	.185	0.668

* Significant at .05 level.
** Significant at .01 level.

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TABLE 20
(End)

TWO WAY ANALYSIS OF VARIANCE BY CHANGE (SEX, MARITAL STATUS, EDUCATION, AND YEARS OF TEACHING EXPERIENCE) OF SELF-IDEAL DISCREPANCY DIFFERENCE SCORES

Source	df	MS	F	Prob. <
Change x Experience				
Within cells	148	13.407		
Change	1	154.422	11.519	.001*
Experience	1	9.162	0.012	.912
Change x Experience	1	45.144	3.367	.069

* Significant at .001 level.

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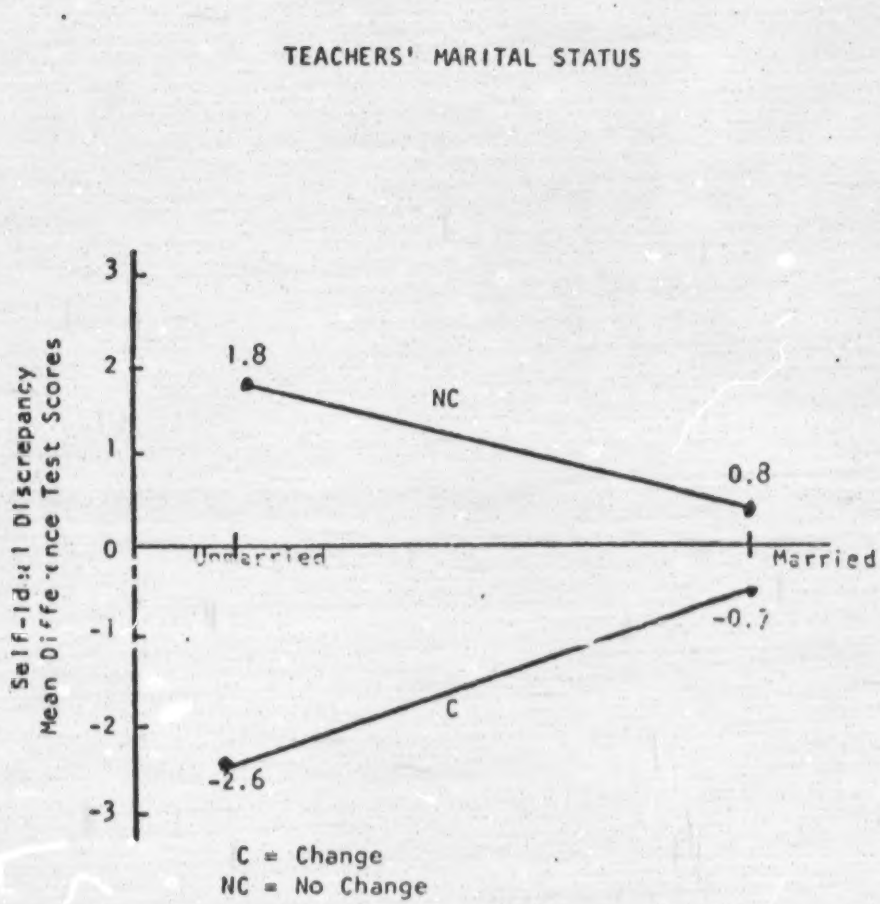

Fig. 2--Diagram of significant interaction of teachers scores on the semantic differential classified according to transfer and marital status.

DISCUSSION

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The alienation findings of this study support and extend the mass society theory which suggest that the impersonalization, formalization, and centralization of bureaucratic organizations tend to increase feelings of alienation among individuals.

In this particular study, teachers who transferred were highly alienated immediately after transfer occurred. However, after four months had expired the alienation subsided. One possible explanation for the reduction of alienation is that teachers, a professional group, are to some degree autonomous in their classrooms. This could be one one of the factors which reduced alienation.

Self-ideal discrepancy findings of this study supported self-concept theories and studies on self-ideal discrepancies. Some generalizations were that feelings of insecurity, anxiety, maladjustment, and job dissatisfaction tend to increase the discrepancy between self and ideal self.

It is likely that teachers who were transferred to a different school in the "middle" of the school year, experienced some feelings of maladjustment, in terms of having to adjust to a new educational environment, to students, to fellow teachers, and to supervisory staff. The need to adjust, very likely, increased teachers' feelings of insecurity and anxiety which in turn increased the discrepancy between self and ideal self. Gain scores for teachers who transferred were significantly higher than for teachers who were not transferred. This finding seems logical since it does take time for self-ideal discrepancy to be manifested.

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Immediately after transfer, teachers self-ideal discrepancy scores were not significantly influenced.

* * *

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